

Preparing the Final Documentation Report

At the conclusion of a five-year NCA school improvement cycle a member school must prepare a Documentation Report for the final visit of the peer review team. This Report shows the student performance results for each student performance goal. It is prepared for the peer review team to use in examining and verifying the successful completion of the cycle and for communicating the results of the school improvement efforts to the staff and stakeholders.

The report should be completed for each goal, in a format similar to this:

- A. Student Performance Goal:
- B. Support Data used in Goal Selection (Triangulation)
 - 1.
 - 2.
 - 3.
- C. Brief discussion of the implementation of the School Improvement Plan including:
 - 1. Implementation of the interventions and strategies; including how this process was monitored.
 - 2. Changes made in the strategies or interventions during the implementation phase due to formative assessment data.
- D. List the assessments used to determine student performance growth on the goal.
 - 1. Assessment #1
 - 2. Assessment #2
 - 3. Assessment #3
 - 4. Other assessments as applicable

Provide the pretest and posttest data as well as trend data for comparison of each assessment listed above. Pretest and posttest data may be invalid if the following conditions are not met:

- a. Pretest and posttests were the same or equivalent instruments.
 - b. The time (interval) between the administration of the pretest and posttest measures was adequate to allow for a true measure of change. (This usually means at least one year)
 - c. The student population was equivalent (same grade levels) on both pretest and posttest instruments.
 - d. The pretest and posttest assessments were administered during an equivalent time of the year.
 - e. Appropriate and useful disaggregations of the data are included.
 - f. Data are disaggregated and analyzed by quartile when appropriate.
- E. Provide the information regarding the utilization of standard units for each assessment, if appropriate. The information should include:
 - a. Scores on the assessments have been converted to standard units.
 - b. Standard unit score differences have been interpreted and used for decision making.
 - c. The change in student performance (summary for all the assessments) for each of the goals is included.
- F. The conclusions of the faculty should be included at the end of each goal report in a narrative report. This should include:
 - a. A comparison of what was achieved on the goal with what the faculty thought would be achieved when they started work on the goal.
 - b. Indication of the strategies and interventions that generated the most success on the goal and the data that supports the choices.
 - c. Implications for continued work on the goal in the future.
 - d. Identification of any disaggregate groups that need special attention (if appropriate).
 - e. Identification of potential reasons or factors for a negative result if the assessments indicate a decline in achievement.
- G. Most importantly there should be some discussion of curriculum or instructional strategies that are going to be changed (either institutionalized or discarded) based on the data collected during this cycle of school improvement.

Remember to use the documentation report rubric as a guideline for the evaluation of the documentation report.

SUMMARY ASSESSMENT REPORT

School Year: _____

Goal: _____

Assessment Instrument: _____

Subtest (if used): _____

Type of Assessment:
(Check)

☐ Norm-Referenced Assessment

☐ Criterion-Referenced Assessment
(Validated and reliable. For example,
STARS Assessments)

☐ Classroom-based Assessment
(No statistical validation or reliability)

Date Baseline Assessment was administered: MONTH

YEAR	
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Number of students in assessment group:

Date Posttest Assessment was administered: MONTH

YEAR	
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Number of students in assessment group:

Type of Score (Check)

□ Normal Curve Equivalents (NCE's)

☐ Percent Correct, or Percentile Scores (Percentile scores cannot be directly averaged)

Raw Score Average or Scaled Score	Highest Possible Score
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☐ Level of Attainment or Rubric
 Lowest Possible Score ☐ Highest Possible Score ☐

☐ Stanines (ONLY if no other score is available. Must be hand converted)☐ Grade Equivalents (ONLY if no other score is available. Must be hand converted)

Difference in Z-Scores

[illegible]